



EAST COOPER MONTESSORI CHARTER

250 Ponsbury Road
Mount Pleasant, SC 29464

Grades	1-8 Elementary School	
Enrollment	189 Students	
Principal	Jody Swanigan	843-216-2883
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	Average
2006	Excellent	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

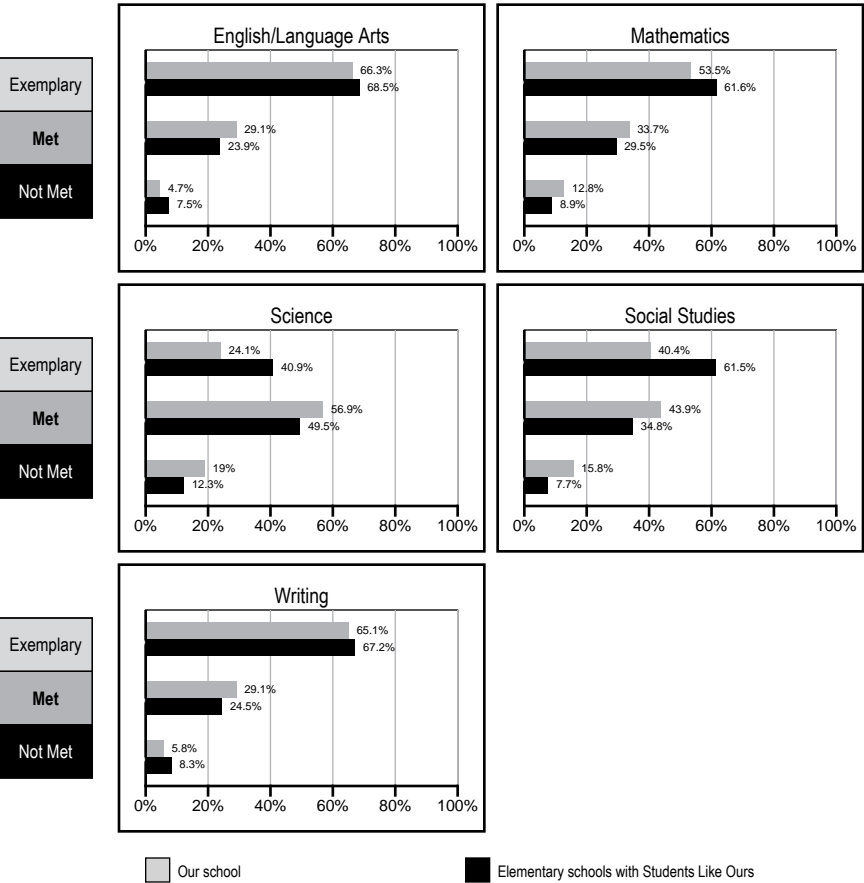
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	1	0	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=189)				
First graders who attended full-day kindergarten	100.0%	Up from 84.6%	100.0%	100.0%
Retention rate	0.0%	Down from 2.9%	0.2%	1.2%
Attendance rate	96.8%	Up from 96.4%	96.9%	96.1%
Eligible for gifted and talented	53.3%	Up from 47.4%	37.1%	11.7%
With disabilities other than speech	3.8%	Down from 4.1%	4.7%	8.0%
Older than usual for grade	0.0%	Down from 0.6%	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	40.0%	Up from 35.3%	66.7%	60.5%
Continuing contract teachers	33.3%	Down from 41.2%	89.4%	84.6%
Teachers with emergency or provisional certificates	16.7%	Up from 12.5%	0.0%	0.0%
Teachers returning from previous year	66.7%	N/A	88.3%	87.0%
Teacher attendance rate	96.1%	Down from 100.0%	95.0%	95.4%
Average teacher salary*	\$44,186	Up 8.6%	\$50,420	\$47,288
Professional development days/teacher	5.2 days	Down from 11.6 days	9.0 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	6.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 18.4 to 1	20.4 to 1	19.2 to 1
Prime instructional time	92.6%	Down from 96.4%	93.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,644	Up 3.2%	\$7,689	\$7,548
Percent of expenditures for instruction**	58.0%	Down from 62.0%	67.9%	68.7%
Percent of expenditures for teacher salaries**	53.3%	Up from 43.8%	65.8%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Guided by the principles of Dr. Maria Montessori, ECMCS offers an authentic Montessori education to 1st – 8th grade students in the Charleston County public school system. Located in the beautiful walking community of I’On, the school and surrounding green spaces offer unique academic opportunities and cultural diversity in the arts. ECMCS is the only public charter school in South Carolina serving both elementary and middle school students.

The mission of ECMCS, in part, is to provide a rigorous Montessori education that guides children toward academic excellence and a lifelong love of learning. The school fulfills this aspect of its mission by offering an enriched cultural curriculum that incorporates and extends district, state, and national standards. Scientific and mathematical aptitudes, appreciation of history and timelines, literacy across disciplines, and the development of a student’s humanity toward the local and global community are all part of the curriculum at ECMCS.

The second part of the school’s mission is to encourage stewardship of the greater community. We achieve this in many ways. Starting in the first grade, every student devotes at least 20 hours to an individual community service project called the Yearlong Peace Project. Peace Pillows for Haiti, The Power of 11 Cents, food and clothing for local shelters, books for local hospitals, and Pennies for Peace are just a few of the many organizations to which our students volunteer their time. Parents generously served over 6,000 hours on the school board and committees, helping out in the classrooms, researching community resources to support the school, and more.

The consistent and professional leadership of the Governing Board and school administration remains a cornerstone of its success. ECMCS, like all public schools, received consecutive budget cuts throughout the year. Continuing to do more with less, our fiscal conservatism and financial planning allowed the school to avoid teacher furloughs or cuts to existing programs.

This year was filled with many significant accomplishments. ECMCS was again awarded the Palmetto Gold Award; hosted the first statewide professional development conference for Montessori educators; was the recipient of several successful grants; started a financial planning series for middle school students culminating in a weeklong internship; and created an innovative health and guidance program. The school’s greatest success is its continued demand, as seen through our extensive waiting list that is the direct result of our dedication to student achievement.

Jody Swanigan, Principal
Sharon Massar, Governing Board Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	19	14
Percent satisfied with learning environment	100.0%	78.9%	100.0%
Percent satisfied with social and physical environment	100.0%	89.5%	92.9%
Percent satisfied with school-home relations	100.0%	89.5%	85.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	24.3%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	121	100	6.7	27.5	65.8	98.3	85	83.5	Yes	Yes
Gender										
Male	52	100	3.9	33.3	62.7	100	81.6	80.1	N/A	N/A
Female	69	100	8.7	23.2	68.1	97.1	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	114	100	4.4	26.5	69	99.1	95.3	89.6	Yes	Yes
African American	5	I/S	I/S	I/S	I/S	I/S	75.2	74.6	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	15	100	N/A	N/A	N/A	100	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	10	I/S	I/S	I/S	I/S	I/S	76.4	76.9	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	121	100	15	33.3	51.7	93.3	81	80.4	Yes	Yes
Gender										
Male	52	100	7.8	39.2	52.9	94.1	78.9	78.4	N/A	N/A
Female	69	100	20.3	29	50.7	92.8	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	114	100	13.3	31.9	54.9	94.7	94.5	87.8	Yes	Yes
African American	5	I/S	I/S	I/S	I/S	I/S	68	69.3	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	15	100	20	53.3	26.7	86.7	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	10	I/S	I/S	I/S	I/S	I/S	70.2	72.8	I/S	I/S

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	81	100	14.8	60.5	24.7	85.2	67.4	67.3
Gender								
Male	36	100	8.3	69.4	22.2	91.7	66.2	66.9
Female	45	100	20	53.3	26.7	80	68.5	67.7
Racial/Ethnic Group								
White	75	100	12	61.3	26.7	88	89	79.6
African American	4	I/S	I/S	I/S	I/S	I/S	46.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.2	58.6
Socio-Economic Status								
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	49.3	55.4

Social Studies								
All Students	83	100	17.1	45.1	37.8	82.9	73.8	70.9
Gender								
Male	30	100	3.4	51.7	44.8	96.6	72.3	70.1
Female	53	100	24.5	41.5	34	75.5	75.3	71.7
Racial/Ethnic Group								
White	79	100	15.4	44.9	39.7	84.6	90.1	79.2
African American	2	I/S	I/S	I/S	I/S	I/S	58.4	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	60.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	121	100	7.5	28.3	64.2	92.5	75	72.1	96.8	95.7
Gender										
Male	52	100	3.9	39.2	56.9	96.1	69.1	65.2	96.5	95.5
Female	69	100	10.1	20.3	69.6	89.9	81	79.2	97.1	95.8
Racial/Ethnic Group										
White	114	100	5.3	28.3	66.4	94.7	91	80.8	96.7	95.8
African American	5	I/S	I/S	I/S	I/S	I/S	60.2	59.7	97.4	95.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.2	87	98.6	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.7	64.6	96.7	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	15	100	20	26.7	53.3	80	28.4	27.7	96.6	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	10	I/S	I/S	I/S	I/S	I/S	61.1	61.9	96.8	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	29	100	N/AV	N/AV	N/AV	100
	4	26	100	11.5	19.2	69.2	88.5
	5	23	100	8.7	34.8	56.5	91.3
	6	16	100	12.5	50	37.5	87.5
	7	8	I/S	I/S	I/S	I/S	I/S
	8	12	100	8.3	25	66.7	91.7
2010	3	32	100	6.5	19.4	74.2	93.5
	4	29	100	N/A	N/A	N/A	100
	5	26	100	7.7	30.8	61.5	92.3
	6	15	100	20	20	60	80
	7	14	100	7.1	28.6	64.3	92.9
	8	5	I/S	I/S	I/S	I/S	I/S
Mathematics							
2009	3	29	100	13.8	41.4	44.8	86.2
	4	26	100	7.7	53.8	38.5	92.3
	5	23	100	26.1	34.8	39.1	73.9
	6	16	100	37.5	37.5	25	62.5
	7	8	I/S	I/S	I/S	I/S	I/S
	8	12	100	25	16.7	58.3	75
2010	3	32	100	19.4	22.6	58.1	80.6
	4	29	100	6.9	44.8	48.3	93.1
	5	26	100	11.5	34.6	53.8	88.5
	6	15	100	26.7	33.3	40	73.3
	7	14	100	21.4	35.7	42.9	78.6
	8	5	I/S	I/S	I/S	I/S	I/S
Science							
2009	3	15	100	N/AV	N/AV	N/AV	100
	4	26	100	19.2	57.7	23.1	80.8
	5	12	100	41.7	41.7	16.7	58.3
	6	8	I/S	I/S	I/S	I/S	I/S
	7	8	I/S	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S
2010	3	16	100	31.3	31.3	37.5	68.8
	4	29	100	10.3	72.4	17.2	89.7
	5	13	100	23.1	53.8	23.1	76.9
	6	7	I/S	I/S	I/S	I/S	I/S
	7	14	100	7.1	57.1	35.7	92.9
	8	2	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	14	100	N/AV	N/AV	N/AV	100
	4	26	100	15.4	46.2	38.5	84.6
	5	11	100	18.2	72.7	9.1	81.8
	6	8	I/S	I/S	I/S	I/S	I/S
	7	8	I/S	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S
2010	3	16	100	26.7	26.7	46.7	73.3
	4	29	100	10.3	58.6	31	89.7
	5	13	100	15.4	30.8	53.8	84.6
	6	8	I/S	I/S	I/S	I/S	I/S
	7	14	100	21.4	57.1	21.4	78.6
	8	3	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	29	100	N/AV	N/AV	N/AV	100
	4	26	100	11.5	38.5	50	88.5
	5	24	100	20.8	25	54.2	79.2
	6	16	100	N/AV	N/AV	N/AV	100
	7	8	I/S	I/S	I/S	I/S	I/S
	8	12	100	8.3	25	66.7	91.7
2010	3	32	100	6.5	38.7	54.8	93.5
	4	29	100	3.4	17.2	79.3	96.6
	5	26	100	7.7	30.8	61.5	92.3
	6	15	100	20	13.3	66.7	80
	7	14	100	7.1	50	42.9	92.9
	8	5	I/S	I/S	I/S	I/S	I/S

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